97-84092-27

Fairbridge, Kingsley Ogilvie

The emigration of poor children to the colonies

[S.l.]

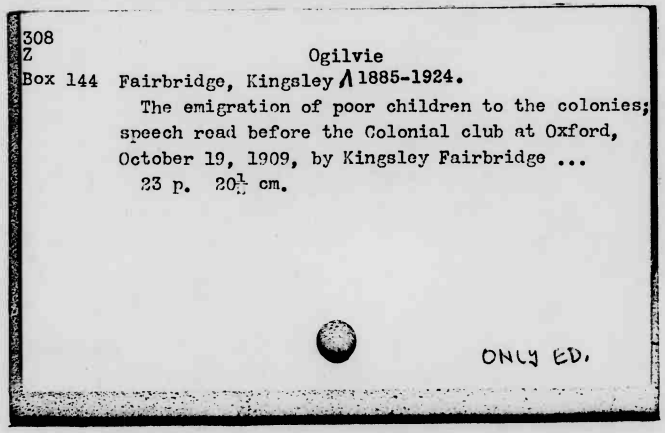
[1909]

97-84092-27
MASTER NEGATIVE #

COLUMBIA UNIVERSITY LIBRARIES
PRESERVATION DIVISION

BIBLIOGRAPHIC MICROFORM TARGET

ORIGINAL MATERIAL AS FILMED - EXISTING BIBLIOGRAPHIC RECORD



RESTRICTIONS ON USE: Reproductions may not be made without permission from Columbia University Libraries.

TECHNICAL MICROFORM DATA

FILM SIZE: 35mm REDUCTION RATIO: 10:1 IMAGE PLACEMENT: IA (IIA) IB IIB

DATE FILMED: 5/20/97 INITIALS: TLM

TRACKING # : 22937

FILMED BY PRESERVATION RESOURCES, BETHLEHEM, PA.

B2103 Cll
3
Children
308
Z
Box 144

The Emigration of Poor Children to the Colonies.

SPEECH READ BEFORE THE COLONIAL CLUB AT OXFORD,
OCTOBER 19, 1909, BY

KINGSLEY FAIRBRIDGE
(RHODESIA AND EXETER COLLEGE).

No. v. 25, 1923 OCT

THE EMIGRATION OF POOR CHILDREN TO THE COLONIES.

Speech read before the Colonial Club at Oxford, October 19, 1909, by KINGSLEY FAIRBRIDGE (*Rhodesia and Exeter College*).

MR. PRESIDENT AND GENTLEMEN.

It is very good of you to give me this opportunity of speaking before you.

You are all interested in the Colonies, and I take it that you are also interested in the welfare of Great Britain. For the welfare of the one is largely dependent upon the welfare of the other.

The people of Great Britain are beginning to realise how important it is that the Anglo-Saxon population of all territories of the Empire should know themselves to belong to one nation.

There are so many ways in which our various branches may assist one another. A few of the ways have already been found.

Others are being found every year. I should think Mr. Rhodes must have seen this when he instituted the Oxford Scholarships.

To my mind the chief material advantage that the Colonies can offer the Mother Country is land, for the latter's surplus population.

On the other hand, if England will give us good men, that is what we want.

The advantage will be complementary, because we find population minus land on the one side, and land minus population on the other.

A crowded slum area is an expense and a danger in England. While in our territories unoccupied land is no less dangerous, because it offers encouragement to enterprising foreign nations, and it is ten times more expensive, because it represents so much locked-up capital—which is lying waste.

So I think that thoughtful people, if this matter is brought before them forcefully and extensively, will give it their attention, and will help to remedy it.

The matter touches both our supremacy and our pockets—apart entirely from humanitarian considerations, which are also important.

Without further introduction I will try and give you a short account of a proposal, which, if it is brought into effect, may be a great means of assisting the Empire by reducing the sources of waste, and minimising the sources of danger, that I have indicated.

I propose to establish a society in England for the furtherance of emigration from the ranks of young children, of the orphan and waif class, to the Colonies.

The upbringing given such children in Great Britain is often of such a nature as to prejudice their chance of living an honourable and useful life.

In "institution" life, for instance, there are many dangers and disabilities; and too often the stigma of "pauper" attaches to the children, thus giving them a mean estimate of themselves and their capabilities, and frequently reducing them to an acknowledgment of their position as paupers.

The teaching of science, and this has been amply proved by extensive experiments, goes to show that with proper treatment, and under a more suitable environment, these children are thoroughly capable of becoming good and useful citizens.

There is little room in England for increased population: even good workmen have been forced into the ranks of the "unemployed."

On the other hand, there is an ever-increasing demand in many of the Colonies for further population, both for economical reasons and as a safeguard against the possibility of foreign invasion and foreign immigration of low types.

Artisans, mechanics, and clerks are not, on the whole, wanted; what the Colonies are asking for are sound agriculturists and capable farm-hands.

The agriculturist type is the very one that it is difficult to get; and even then many small farmers fail in their new surroundings owing to lack of knowledge of local conditions and methods.

It has too often been demonstrated that the full-grown "unemployed" fail miserably when taken out as labour to the Colonies.

I propose, therefore, to take out *children* at the age of eight to ten, before they have acquired the vices of "professional pauperism," and before their physique has become lowered by adverse conditions, and to give them ten or twelve years' thorough agricultural education at a "School of Agriculture."

This School of Agriculture must *not* be an establishment of the "institution" type, but will rather be a loose collection of farms having a central point for the corporate life of the community.

The men and women of the staff must be

gentlemen and gentlewomen of culture and refinement, in order to bring up the children in a clean and wholesome atmosphere. In order to obtain a staff of high ability, I propose to give appropriate salaries.

The kind of education given the children will be designed to meet the requirements of the case, to give them the opportunity of living a happy and useful life.

In the first place, it is essential that the children should have sound health and strong bodies. For this purpose a primary place in the curriculum will be given to the claims of physical culture, in the way of sports, pastimes, and healthful recreation. A medical man of high ability will be on the staff for the purpose of advising on the general conduct of diet and athletics, and to take under his special care all cases in any way pathological. Throughout their school life the children will be taught, by slowly-advancing methods, the rules of health and the care of the body. This will anply in particular to the girls, whose studies may be extended so as to give them sound and reliable knowledge of the duties of motherhood and the care of the sick and young. In order that sports and athletics shall not be pointless, it is proposed that they should all lead up to the aim of military efficiency; and in view of the benefit that the presence of such a class of young men and young women will be to their land of adoption, it is hoped that the Government of whatever Colony we may go to will see its way to supplying the School with the necessary rifles and ammunition for drill and target practice. It may here be pointed out that, since the *primary object* of the curriculum is to obtain men and women of

good physique, no method for obtaining this desideratum will be neglected.

Secondly, due regard will be paid to the children's "mental" education, so that it may give them a grasp of the principles and methods of agriculture, and at the same time afford them broad interests. To meet the latter need it is proposed that they be given every opportunity of reading all classes of good literature in the form of novels and current periodicals and newspapers, and especially that the School staff should assist them in reading and enjoying the story of the evolution of our own Race and the expansion and development of the Empire. The object-lessons of the world's history may easily be made palatable, as well as salutary, by the employment of historic pictures, stories, and lantern lectures. The children's agricultural education may proceed on conventional lines, such as: Principles of Agriculture, Animal Husbandry, Agricultural Chemistry, Dairy Farming, Veterinary Science, Economic Entomology and Plant Pathology, Botany and Forestry, Geology, Horticulture, Poultry Farming, Surveying, Mensuration, Farm Book-keeping, Agricultural Irrigation, and Agricultural Engineering. This conventional curriculum may be squeezed into a two years' course for boys after leaving school; but I propose to extend it over the whole ten years' education, for the purpose of thoroughly leading up to, demonstrating, and testing each point as we proceed. Not more than half the year will be given to the study of theory; the other half will be devoted to practical work on the farms. For the girls a modification of the above curriculum would be

provided, but far more importance would be attached in their case to a study of the care and management of the Home. Together with instruction in cookery, dressmaking, care of the sick and young, etc., no better plan could be devised than to let the girls take turn in actually managing and catering for the various sections of the farm-school. The entire management of their own section might be given into their hands; this would make for an understanding of the duties, responsibilities, and usages of home life, and the girls would enjoy it.

Lastly, the question of "moral" education may be met in part by the two preceding sections. Sound health conduces to good morals, and deep interests—especially in such subjects as history and "nature" sciences—leave little room for a pernicious habit of thought. The children will be brought up in the religion of their parents; but priests of any Christian denomination passing through the School area may be permitted to hold meetings, though the children will be under no compulsion to attend them. It is hoped that a few young clergymen may be found who will be willing to go out, not as part of the School staff, but as the companions, friends, and advisers of the children. The companionship of these young men, if they are of the right stamp, would be eagerly sought after by the majority of the children, and would be an influence tending to chivalry, refinement, courtesy, and clean-dealing.

In order to obviate the employment of a large staff, the children will be encouraged to do as much as possible for themselves, the elder children assisting the younger ones. By dividing the students into groups or units of five members each this idea

will be facilitated; every fifth student, or "unit-leader," will be elected by his unit from among the elder children, will be responsible for the behaviour of his unit, and will assist his unit in their studies.

I have said that "half the year will be given to study, the other half will be devoted to practical work on the farms." I propose to raise sufficient money to endow the School, not only for the provision of salaries, etc., but also to have a certain sum coming in annually for the purchase of stock, agricultural machinery, seed, and other necessities.

All money coming annually to the School, as representative of work and management done by its students, I propose to divide into four equal parts: one quarter to be added to the School endowments; one quarter to be divided equally among all students, and put by in trust for them till they leave; one quarter to be given as rewards to students for ability and application; and the last part to be given to the School Council (composed of elected members of the students and staff) to be devoted by them to any School object such as may be of use or advantage to the School and students.

It is very necessary that the students' interest in their work be kept thoroughly awake, and the above plan will help, as nothing else could, in this direction.

To still further arouse and stimulate their interest in their own efforts, and in particular to give them some understanding of the meaning of *personal responsibility*, I propose to give practically the whole conduct and management of the School into the hands of the School Council.

The School Council will consist of students

elected from among their own number, and a fixed number of any members of the staff available, the majority-vote to lie with the students. The School Council, under these circumstances, will undoubtedly make many blunders, but the blunders will show up in the annual financial returns, and in other ways, so that the School Council, on the whole, will always be in favour of asking and taking the expert advice of the staff. It is better for the students to make their mistakes while they are still under School protection.

School finances and methods will always be open for discussion by all students, and this will give them some knowledge of the value and meaning of money.

In a general way the education for the first five or six years will be the same for all students; in the latter half of their school life they would be permitted to specialise on any of the particular branches of agriculture that the School could offer, such as stock-raising, forestry, or crop-farming.

On leaving the School every student, young man and young woman, will have a certain sum of money to start with; the more able of the students may have sufficient (if the School's agricultural undertakings have been successful) to start farming in a small way on their own account, but the majority will have to be assisted to find billets among the farmers of surrounding districts, while a few of them for choice would enter the mounted police or the naval or military forces. The girls would be amply provided with an education of a sort that will entitle them to good positions as sick-nurses, child-nurses, governesses, housekeepers, cooks, domestics, etc., and especially for places

on farms demanding a knowledge of dairying, poultry-farming, dressmaking, and so forth.

In order that the School may undertake agriculture on a payable scale, and therefore that the students may have a moderate sum of money at their disposal when they leave the School, it is hoped that the Colony in which the Society opens its undertaking will see its way to providing the Society with every assistance in the matter of land. If this project makes headway in England, I hope that the farm-school may attain to 1,000 students—though it will begin, of course, with a mere dozen or so in order to set a "tone" and pave the way for a gradually increasing number of immigrants. The maintenance and education of these children can scarcely cost less than £18 to £25 per annum, and the annual expenditure in the country of adoption of the large sums that this will involve should justify the Colonial Government in providing the Society with a considerable area of good agricultural land.

I proposed, in the first instance, to raise money from private sources sufficient to carry out this project, but it seems that there is some hope of obtaining a large part of the money from the home institutions from which the children will be taken. In support of this I would quote the following letter that appeared in the *Morning Post* a short while ago:—

A POOR LAW SOLUTION.

To the Editor of the "Morning Post."

SIR,—In your issue of the 29th ult. you published a communication from your Special Correspondent

which gave some facts regarding the Children's Farm Home Association and Mrs. Close's scheme. Home methods of dealing with our workhouse children in "grouped cottage homes" were compared with those adopted by the Association, and the results were shown to be entirely in favour of the latter. Your correspondent closed his remarks with the pertinent observation that it is most strange that her plan should have been at work for years without our official statesmanship having taken the smallest notice of it.

This little Empire of ours has never been spoon-fed by its statesmen, and it is no doubt due to this that British initiative holds its own against all comers. But though brains, energy, and money can initiate, they cannot carry some projects further than a certain point, and then the help of official statesmanship becomes essential. Nobody could read the facts your correspondent laid before us without saying to himself, What is stopping such an excellent scheme as this? The article referred to the sympathy Mr. Burns has always shown in the workhouse child, and asked whether he and Mrs. Close between them could not amend the law so as to save poor children, and remove the one objection to the scheme which appears to exist—viz., the spending of British local rates in the Colonies.

It is not, however, at all certain that this presents any difficulty. The Botany Bay Act has never been repealed, and it enables the Home Office to spend ratepayers' money in the Colonies when the individuals have been removed from England for the good of themselves and their country. Let Mr. John Burns associate himself, if he will, with Mrs.

Close's scheme, and if the Home Office and Local Government Board work together I have not the least doubt that the foundations of a great Imperial structure are well and truly laid, which will prove to be a Poor Law solution. For present purposes the law does not require to be amended. There are 6,000 children now under the complete parental control of the Poor Law Guardians. Some of them have already been sent out to Mrs. Close's farm in New Brunswick. Let this experiment be extended. Canada has been quick enough to recognise that when such children go out young they prove to be far more suitable settlers than if they come out in later life fresh from England. The feeling now is strong that the remotest Colony of the British Empire is not a whit more separated from the Mother Country than one county of Great Britain is from another, and our Imperial instincts have been sharpened by the proceedings of the Imperial Press Conference. Our Poor Law administration stands at the parting of the ways. The opportunity for a radical change is here, and the lines of a Poor Law solution are before us, and we have the man to carry the scheme through.—Yours, etc.,

H. E. RAWSON, Colonel.

Home Close, Chorleywood, July 21.

Colonel Rawson evidently believes that it will be a great advantage to England and the English to have the Colonies as an outlet for population, and he thinks that ratepayers' money will be used to further this idea.

In the same number of the *Morning Post* a leading article appeared, which puts the whole

matter, from the English side of the case, so clearly that I will venture to read it also:—

Leader in the "Morning Post," July 22, 1909.

The confinement of growing children in the general mixed workhouse has long been the worst scandal of the English Poor Law. Since the report of the Departmental Committee on Poor Law Children in 1896 was published, it has been impossible to defend the quite iniquitous system which permits children to remain exposed to the contamination of a general Poor Law institution.

The reports of the recent commission are strong in condemnation, and Mr. Burns has already begun the excellent work of taking children out of the demoralising environment.

Though begun, the work is far from finished; and no Guardian and no friend of children should rest until the last child is removed to other homes, where a fair chance of healthy and natural development is offered.

On the general statement that the workhouse is an utterly unsuitable environment for the growing child, agreement is complete; but the provision of a satisfactory and sufficient alternative is a task of formidable difficulty.

For young children the plan of boarding out with foster-parents under proper supervision is the best, but the difficulty of finding enough homes has not yet been solved.

Even if, as is probable, more can be done in England than is at present accomplished, still the supply of proper homes can never equal the requirements of all the children, and alternative methods are urgently needed.

Of these certainly the most attractive is the idea of calling to our assistance the resources of the overseas dominions.

In the crowded life of these islands pauper children are not wanted, but in the new countries of the Empire the greatest need is for children who will grow up healthy and useful citizens. To bring the great overseas dominions within the circle of the British Empire was the achievement of last century; to people them with British stock is the task that faces the race in this.

To achieve this no opportunity must be missed, and in the children whom the death or misfortune of their parents has placed under the charge of the community is a great opportunity.

The other States of the Empire naturally and rightly refuse to be the dumping ground for the unemployables of England—to accept a burden which belongs to this country, and thereby to prejudice their own future. Adult paupers are useless to new countries, but the children of the Poor Law have in them the makings of excellent citizens.

As the work of many philanthropic societies has shown, boys can be sent to Canada and given there a start in life incomparably better than they could ever find at home.

Why should not the same class of children, under the care of the Guardians, have the same opportunity? Surely the sanest and most hopeful method of dealing with pauper children will be to board them out as early as possible in Canada or other parts of the Empire.

Boarding-out committees in one part of the country supervise children from other parts, and

only the most petty parochialism will see here any difference in theory between two different counties of England and two different States of the Empire.

If London may spend money to board-out its children in Surrey, why not in New Brunswick?

The practical difficulty that arises is one of supervision. The Guardians are bound to take the greatest precautions in their choice of homes, and no relaxation of the present stringency of inspection can be allowed.

In Canada the social conditions make the formation of Boarding-out Committees upon the same lines as those in England difficult, if not impossible—people are too busy; but this is not insuperable.

We have recently published several letters, and to-day print a further one, calling attention to an experiment which Mrs. Close has been conducting with the greatest energy and enthusiasm, of a small home for workhouse children connected with a farm in New Brunswick.

A few children are taken quite young and brought up accustomed to the conditions in which their life will be lived.

This experiment shows one way of overcoming the difficulty of inspection, for such a home could be supervised by a committee and made subject to any conditions which the Guardians at home felt bound to demand.

No doubt the objection might be urged that this is only a reproduction of institutional life in a better climate and on far more economical lines than are possible in England, but still institutional life.

The answer, apart from the great and obvious difference between a Poor Law school and a small

farm managed on family lines, is that the risks of boarding out single children in families anywhere are so great that the Guardians might reasonably shrink from trusting the children for whom they are responsible to isolated farms until a more fully satisfactory system of inspection has been devised.

There is room for any number of experiments on many different lines, and there are more than enough children to allow every method a fair and full trial.

Leaving aside details, it is clear that any attempt to get Poor Law children into the atmosphere, morally and physically bracing, of Canada, is worth close attention. For in a fuller utilisation of the possibilities of the Imperial idea lies the solution of many domestic problems.

This article practically summarises my whole motive in trying to start a society for the furtherance of child emigration.

I came to England from Rhodesia over three years ago with this object in mind, and soon after I arrived a cutting was sent to me mentioning Mrs. Close's scheme.

I called on this lady and found that her idea was much the same as my own, except that, in the matter of finances, she hoped to get all the money for supporting it from the Boards of Guardians.

Also she did not propose to give her children so complete an education for agricultural pursuits as I hoped to do.

I judged that there was plenty of room for both our projects, so I continued with my scheme.

The *Morning Post* seems to bear out my judgment, for it says: "There is room for any number

of experiments on many different lines, and there are more than enough children to allow every method a fair and full trial."

Well, gentlemen, I think I have given you the main outline of my scheme, and I hope you will now give me the benefit of your discussion, for it is such a big question that every sidelight is valuable, and will help towards its perfection.

When I first mentioned the project to people, about a year ago, I met with a certain amount of discouragement.

But this discouragement seemed merely to help things along, and since then I have found many people who are keenly interested, and who thoroughly believe that this scheme can be put on a practical footing within the next few years.

The whole scheme was originally designed for South Africa, because I thought that my colony was the one most urgently in need of British settlers.

I approached the Rhodesian Government on the matter, and they seemed favourably disposed towards it. But subsequently one of their representatives, having gone out to Rhodesia and made inquiries there, reported that "the local and other conditions" were unfavourable, and they, therefore, advised me to abandon the scheme for the present as far as Rhodesia was concerned.

Accordingly I got into communication with the Agents-General of the other Colonies, and the matter is now being considered by the Governments of Tasmania, New Zealand, South Australia, and Western Australia.

I want to ask you to-night to join me in this effort to obtain agricultural population for the Colonies, and to relieve poverty in this country, by forming

the nucleus of this proposed Society; and I have not come here with nothing to offer you in return.

A splendid and generous offer has been made to me by the Prime Minister of Newfoundland.

Sir Edward Morris has promised me, if you and others will join me in forming this Society, and if we can get together enough money to carry out the scheme, the following facilities in his island:—

(1) A free grant to our Society of 50,000 acres of the best virgin land in Newfoundland, having either a seaboard or a lake frontage with river connection with the sea, the land to be mostly afforested, and to be free of taxes.

(2) A bonus on all areas cleared of timber.

(3) An annual grant of money for teachers' salaries.

(4) A grant for school buildings.

(5) That his Government will extend to us its sympathy and all reasonable facilities.

I do not think that any society at its initiation has had a better promise of support than this.

It merely remains for you to discuss this matter, and to decide whether you will care to begin this enterprise. Personally, I do not think there is any more appropriate body of men in England as the initiators of this Society than the Rhodes Scholars.

As far as I am concerned, I can promise you that if you decide to join me now I will do all that I can to further our idea.

Mr. Waddy, in talking over this project with me, suggested that I should give you a short sketch of how I propose to bring this matter to the notice of the British public—in other words, how I propose to raise the large capital that will be necessary to start a School of Agriculture in any Colony.

We must *not* raise money from time to time for the upkeep of the School and children; news of it would undoubtedly come to their ears, and would tend to have a demoralising influence on them. We must raise enough capital to yield interest sufficient to maintain the School.

I propose that a donation of 5s. and over shall make the donor a member of the Society.

If you join me to-night, I will have this paper and a short account of the meeting printed. These pamphlets I will circulate as widely as possible. I have myself many friends who may assist us. I know of many other people who are interested in the welfare of children and the Empire; and I will send copies of this pamphlet to the more important of the English and Colonial papers.

By these means much may be accomplished, and we shall lay down, I hope, a solid foundation upon which we may build a lasting structure.

Thank you, gentlemen, for listening.

Mr. R. G. WADDY, in opening the discussion, laid stress on the urgency of the need for population in the Colonies, and the denseness of the population in England.

Mr. DOUGLAS ROBB said that two points in the formation of the School were of great importance —(1) That the staff should be made up of the right material; he thought it would be a place for many Oxford men. (2) That the School should have a sound moral and religious tone; he was of opinion that there was no environment that would help this on so much as the open-air life proposed in the

paper. He considered that if a chance of serving England offered it was a real duty on the part of Rhodes Scholars and Colonials in England to take advantage of this opportunity.

Mr. VINCE suggested the position of the Boards of Guardians, and brought forward the question of the influence of heredity.

Mr. S. N. ZIMAN referred to the question of costs; and Mr. J. E. F. MANN said it would be a mistake to have the system of education suggested in the paper too rigid—the application of the system must be flexible, so as to permit of adaptation to particular instances and changing conditions.

A few other questions were brought forward, and were replied to by Mr. FAIRBRIDGE.

Mr. R. WADDY moved, and Mr. DOUGLAS ROBB seconded, "That the members of the Colonial Club present form themselves into the nucleus of the Society for the furtherance of Child Emigration to the Colonies."

This resolution was signed by all members present, as follows:—

N. S. MACDONNELL, President, Colonial Club, Canada and Balliol College.

A. H. CLERKE, Hon. Sec., Colonial Club, Tasmania and Hertford College.

DOUGLAS ROBB, Cape Colony and Oriel College.

H. T. LOGAN, British Columbia and St. John's College.

L. R. SHERMAN, New Brunswick and Christ Church.

W. L. GRANT, Canada and Balliol College.

A. G. CAMERON, Prince Edward Island and Balliol College.

A. W. A. LEEPER, New South Wales and Balliol College.

A. P. TURNBULL, Western Australia and Merton College.

FRANK B. EDWARDES, Tasmania and Merton College.

A. W. CLEMES, Tasmania and Magdalen College.

S. N. ZIMAN, New Zealand and Balliol College.

S. CASTLEHOW, Queensland and Balliol College.

R. J. RUDALL, Hon. Treas., Colonial Club, South Australia and Christ Church.

M. B. HIGGINS, Vice-President, Colonial Club, Victoria and Balliol College.

C. T. PARKINSON, New Zealand and Christ Church.

T. V. GILFILLAN, New Zealand and Christ Church.

T. HORWOOD, Natal and Christ Church.

R. G. WADDY, New South Wales and Balliol College.

W. R. REYNELL, South Australia and Balliol College.

H. W. MACDONNELL, Canada and Balliol College.

L. P. WALSH, Rhodesia and Exeter College.

R. R. SPREAD, Canada and Exeter College.

C. G. FANNIN, Natal and Exeter College.

F. E. HAWKINS, Canada and University College.

S. HOWARD, Rhodesia and Exeter College.

E. C. COXWELL, Rhodesia and Lincoln College.

T. A. DAVY, Western Australia and Exeter College.

F. BROOME, Natal and Oriel College.

P. D. WILMOT, Rhodesia and Hertford College.

N. JOHNSTONE SIEVERS, New South Wales and New College.

L. W. G. BLÜCHER, Channel Islands and Balliol College.

H. CUTHBERT HOLMES, Canada and Balliol College.

J. B. MITCHELL, Newfoundland and St. John's College.

J. E. F. MANN, New South Wales and New College.

S. F. MORT, New South Wales and Queen's College.

J. G. HIGGINS, Newfoundland and Merton College.

R. HANDS, Cape Colony and University College.

A. v. B. CENTLIVRES, Cape Colony and New College.

M. H. LONG, Canada and Wadham College.

W. A. DONALD, New Zealand and University College.

W. POWER, Cape Colony and University College.

P. C. KOTZÉ, Cape Colony and Worcester College.

L. W. G. ECCLES, Natal and Worcester College.

S. G. KRIEGLER, Transvaal and Hertford.

G. STANLEY FIFE, Canada and Hertford College.

W. B. VINCE, St. John's College.

T. T. WADDINGTON, Bermuda and Exeter College.

N. MACROSSAN, Queensland and Magdalen College.

KINGSLEY FAIRBRIDGE, Rhodesia and Exeter College.

THE SOCIETY FOR THE FURTHERANCE OF CHILD EMIGRATION TO THE COLONIES.

THE Society has the pleasure of forwarding to you the foregoing account of its formation under the auspices of the Colonial Club, Oxford. The main aim of the Society is to relieve overcrowding in British towns and cities, and to supply British population to the Colonies that need it,

(1) By taking out poor children,

(2) By educating them in the Colonies for agriculture and other useful employment.

The capital required for the establishment and upkeep of the School or Schools of Agriculture is estimated at about £500,000. The foundation members of the Society are prepared to forward the claims of the School in whatever way they can, and they would ask you also to join the Society for this purpose. A donation of five shillings will constitute the donor a member; donations are not limited to this amount, but may be less or more. The Society believes that the carrying out of its proposal will help to solve one of the greatest economic, social, and Imperial problems of the time.

Donations will be received and acknowledged by KINGSLEY FAIRBRIDGE, EXETER COLLEGE, OXFORD, acting for the Society.

NSH # 28937

END OF
TITLE